



Upper Key Stage 2

Question	What if the Victorians never existed?	
Bible Verse	Psalm 145 v4 – One generation commends your works to another; they tell of your mighty acts.	
Values	Ambition	Legacy Resilience Acceptance
Outcome	'Mechanimal' Moving Toys	
Visits and Visitors	Newstead Victorian Christmas	
English (core texts and genres)	Procedural texts (making Victorian Peg Dolls) A Story Like The Wind – Read to Write Unit Cogheart – Narrative Persuasive letters (votes for women) The Closest Thing to Flying – Dairy	
Maths	<u>Year 5</u> Place value (including rounding and negative numbers) Formal written methods for addition and subtraction Prime, square and cube numbers Known number facts Multiplying and dividing by 10, 100 and 1000.	<u>Year 6</u> Place value (including rounding and negative numbers) Formal written methods for: addition, subtraction, multiplication and division Prime, square and cube numbers Multiplying and dividing by 10, 100 and 1000. Fractions, decimals and percentages
Science	Electricity (Y6 objectives) <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram 	
RE	<ul style="list-style-type: none"> People of God (Freedom) – following the agreed RE syllabus Incarnation – following the agreed RE syllabus 	
History	<ul style="list-style-type: none"> Compare and contrast the characteristics of periods in history, leading to an understanding of how the wider world has changed over time. Know that the chronology of significant events in history subsequently shaped different societies Know that there are patterns that follow throughout History. Make a timeline of events and developments. Note connections between different periods of history. Know that the Victorians made major changes in Britain. (local area). Speculate and hypothesise about the past and formulate their own theories about reasons for change. Can develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across these time periods. 	
Geography	<ul style="list-style-type: none"> Locate countries, capital cities and some main cities in Europe, Africa and Asia. 	
Music	N/A	
Art	<ul style="list-style-type: none"> Use sketchbooks to record observations and revisit and review ideas. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Know that the styles of other artists can influence their own work. Know that an artist's work has an impact on society at the time. 	



<p>D&T</p>	<ul style="list-style-type: none"> • Create and arrange accurate patterns. • Know that design criteria can be developed. • Know that a design specification is used to guide thinking. • Use appropriate tools / materials with precision. • Select tools and equipment suitable for the task and explain their choice of tools and equipment in relation to the skills and techniques they will be using. • Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. • Evaluate their ideas and products against their original design specification. • Investigate how well products have been designed and made to a criteria.
<p>PE</p>	<p><u>Autumn 1</u></p> <p>Handball</p> <ul style="list-style-type: none"> • To become more accurate with passing and receiving skills • To perform skills more fluently and affectively in games • To develop a broader range of handball techniques <p>Netball</p> <ul style="list-style-type: none"> • To demonstrate accurate passing and receiving skills. • To demonstrate skills more fluently and effectively in games • To implement a variety of techniques regarding attacking and defending into game situations. • To develop consistency in performance. <p><u>Autumn 2</u></p> <p>TBC</p>
<p>Computing</p>	<p><u>Autumn 1</u></p> <p>Purple Mash 5:1 – Coding</p> <ul style="list-style-type: none"> • To begin to simplify code. • To create a playable game. • To understand what a simulation is. • To program a simulation using 2Code. • To know what decomposition and abstraction are in computer science. • To take a real-life situation, decompose it and think about the level of abstraction. • To understand how to use friction in code. • To begin to understand what a function is and how functions work in code. • To understand what the different variables types are and how they are used differently. • To understand how to create a string. • To understand what concatenation is and how it works. <p><u>Autumn 2</u></p> <p>Purple Mash 5:2 – Online Safety</p> <ul style="list-style-type: none"> • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology and children's responsibility to one another in their online behaviour. • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.



	<ul style="list-style-type: none"> • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. • To ensure reliability through using different methods of communication.
<p>PSHE</p>	<p><u>Autumn 1</u> PSHE UNIT: Intro – Get Heartsmart</p> <ul style="list-style-type: none"> •To show love to ourselves and others •To understand how powerful people lead others •To describe our heart reputation •To know what we should and shouldn't watch •To give thanks to someone who supports and encourages •To understand the importance of good quality sleep to our health •To reflect how we protect our own and other's hearts <p><u>Autumn 2</u> PSHE UNIT: Don't Forget to Let Love in</p> <ul style="list-style-type: none"> •To let love into our hearts •That we have value and purpose •To consider how the words we listen to about ourselves can make us feel •To understand ways to know what we should and shouldn't watch •To write a letter of thanks to someone who supports and encourages us in our home or family •To understand that good quality sleep is important for our health •To reflect on how we protect our own and other's hearts
<p>MFL</p>	<p><u>Autumn 1</u> Unit: Year 3 Core Units 1-3 (Recap), Animals, Food, At School Unit: Year 4 (Recap) Playtime, My Home, My Town, Describing People, The Body, Sport</p> <ul style="list-style-type: none"> • Recognise French greeting • Recognise numbers 1-10 • To respond to instructions and answer questions • To recognise basic family vocabulary • To recognise days of the week • To understand colours • To understand and read numbers up to 20 • To respond to questions • To recognise most of the French body parts • To accurately say the month of their birthday • To understand the difference between singular and plural <p><u>Autumn 2</u> Main Unit J: On Holiday, Eating Out</p> <ul style="list-style-type: none"> • To recognise some basic holiday vocabulary • To understand sentences about animals at the zoo • To write about a holiday, copying sentences from the vocabulary list • To discuss pronunciation • To understand a spoken and written version of a story • To recognise pronouns, 'il' and 'elle' • To take part in a simple roleplay • To know 'vous' is formal language